

Thinking Maps Implementation Log

SAMPLE

Name & Grade Level: John Doe

This log includes info from: Jan. 13, 2004 to Jan. 23, 2004
(date) (date)

1) Thinking Maps used by students and/or staff:

Date	Subject	Specific Content (Concept, focus, or area)	List a "T" to indicate the Type of Thinking Map(s) that Teacher Used/Modeled List an "S" to indicate the Type of Thinking Map(s) that Student(s) Used							
			Circle	Bubble	Double Bubble	Tree	Brace	Flow	Multi- Flow	Bridge
1-13-04	Soc. St.	Intro to map		T S						
1-14-04	Soc. St.	Intro to map			T S					
1-15-04	World History	Know about titles	S							
1-16-04	World History	Describe Nazi part		S						
1-16-04	Soc. St.	Describe Great Depression		S						
1-20-04	World History	Intro to tree map				T				
1-21-04	World History	WW2, Italy/Germany			S					
1-22-04	Soc. St.	Review map - hobbies				S				
1-23-04	Soc. St.	Intro to map						T S		

2) My reaction to Thinking Maps is:

- Bubble map worked well for students to describe Hitler & Great Depression. The carry-over to their writing paragraphs went well.
- Double bubble map was difficult for some students (WW2 Italy/Germany) but this was first time we tied it to content.

3) My future plans for Thinking Maps include:

- I'm anxious to use flow map tied to content for further study of events leading to Great Depression.

4) Question(s) and/or concerns:

- Have other schools found that some of the Thinking Maps are used more frequently in Social Studies? If so, which maps?

5) Please X and attach the sample items listed below that have been decided/agreed upon at the building level:

☐ One teacher-developed/modeled or class-developed Thinking Map (mark your name, subject, & grade level(s) at top)

☒ Or one student-developed Thinking Map (mark your name, subject, & grade level(s) at top) [e.g., one student's WW2 Italy/Germany Double Bubble]

☐ One completed lesson plan